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A SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN GOSHEN COUNTY.

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EASTERN WYOMING COLL., TORRINGTON

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THIS STUDY WAS FUNDED BY THE WYOMING STATE DEPARTMENT OF EDUCATION TO DETERMINE THE VOCATIONAL EDUCATIONAL NEEDS OF GOSHEN COUNTY AND TO RECOMMEND APPROPRIATE ACTION ON THE FINDINGS. SEPARATE QUESTIONNAIRES WERE SENT TO HIGH SCHOOL STUDENTS, EMPLOYERS IN BUSINESS AND INDUSTRY, AND SELECTED COUNTY ADULTS. THE NEWS MEDIA GAVE THE PROJECT WIDE PUBLICITY. OF 421 RESPONDING STUDENTS, 170 SHOWED INTEREST IN A TERMINAL VOCATIONAL PROGRAM. AS ONLY THE SECRETARIAL COURSE AT EASTERN WYOMING COLLEGE WAS PRESENTLY ADEQUATE, RESULTS INDICATED NEED FOR PROGRAMS FOR AUTO MECHANICS, MEDICAL AND LABORATORY TECHNICIANS, AND NURSE'S AIDES. REPRESENTATIVES OF 114 BUSINESSES, WITH A TOTAL OF 880 EMPLOYEES, GAVE THE OCCUPATIONAL CATEGORY OF THEIR CURRENT EMPLOYEES, THEIR PREFERENCES IN EDUCATIONAL BACKGROUND, AND THEIR PREDICTION OF HIRING NEEDS THROUGH 1970. OF THE 700 QUESTIONNAIRES MAILED TO ADULTS, ONLY 256 WERE RETURNED (93 RURAL AND 163 URBAN). THE AUTHOR CONCLUDED THAT THE COLLEGE WAS MEETING MOST OF THE COURSE NEEDS SHOWN BY THIS SURVEY AND, RATHER THAN ADD NEW PROGRAMS, IT SHOULD BETTER PUBLICIZE WHAT IT NOW HAS TO OFFER. HE RECOMMENDED THAT THE THREE QUESTIONNAIRES USED IN THIS PROJECT BE IMPROVED AND THAT THE COLLEGE RECRUIT MORE ACTIVELY IN NEIGHBORING COUNTIES IF IT IS TO HAVE ENOUGH STUDENTS TO SUPPORT ADDITIONAL COURSES. (HH)

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BY LARRY DODGE

1967

UNIVERSITY OF CALIF.
LOS ANGELES

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A SURVEY OF
VOCATIONAL - TECHNICAL EDUCATION NEEDS
IN GOSHEN COUNTY

A research project of

Eastern Wyoming College
Torrington, Wyoming

August, 1967

By

Larry D. Dodge

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CHAPTER 1

INTRODUCTION

The community colleges of Wyoming, in order to be true "community" colleges, must present varying programs and courses of study. The three most important programs are a transfer program which will enable students to complete their freshman and sophomore years of college and transfer as juniors' to a 4-year college or university, a terminal program which will enable students to enter their chosen occupations after one or two years of study, and a community service program which should include such things as adult education courses, lectures and the like. There is little difficulty in determining what courses of study should be offered for transfer students, as the universities clearly define these courses. In the second and third areas, however, the development of course offerings is not so clearly defined.

There are many problems associated with selecting programs of study for students who intend to secure just one or two years of formal training beyond high school. These young people look for specialized courses in many different fields as preparation for entering into their chosen vocations. The number of different vocations for which a one- or two- year community college program will suffice is quite large and in a given community the occupational goals of students may encompass a wide range of occupations. It is therefore imperative that the community college be informed about the occupational goals of students in the area served by the college.

The true "community" college should also be aware of the needs of business in the area served by the college. It is quite helpful to know the educational

background which employers require of their employees, as this must be a factor in determining the types of programs to offer students seeking local employment after completion of one or two years of work at a community college. As the needs of local businesses serve only as a partial indicator of the needs of business throughout the country, it should be obvious that vocational programs should not be limited by the needs of community businesses :but merely guided by them.

What are the occupational goals of prospective students? What are the occupational needs of society? These are the two main questions a college must answer in order to determine what vocational programs should be offered. There is a third question, however, which must be considered in the final decision as to which vocational programs can be offered. Is a particular program economically feasible? In order to answer this question, not only must the types of occupational goals and needs be identified but also the number of individuals interested in each vocational program must be learned.

The question of community college vocational offerings cannot be limited to the goals of recent high school graduates. There are many adults in any community who become disenchanted with their chosen vocations and wish to change jobs. In some cases, these individuals can successfully move into other vocations with no additional training, but in other cases they need retraining. If the retraining is available at a community college, one difficulty in changing jobs is eased. Other adults, while quite content with their present jobs, feel the need to update themselves by taking a college credit or adult education course. The college should endeavor to find out if there is a sufficient need among adults for vocational programs to warrant their offering.

In April, 1967, Eastern Wyoming College became interested in a thorough study of Goshen county to determine the vocational needs of students, adults,

and the business community. President Albert C. Conger contacted the Research Coordinating Unit of the Division of Vocational-Technical Education, State Department of Education, to inquire about financial aid for such a study. Staff members were selected to conduct the project and, after a month of negotiation and planning, the author of this report submitted a project proposal in the name of the college. The project was officially approved May 29 by the Division of Vocational-Technical Education and a contract was signed. Under the terms of this contract, Eastern Wyoming College was authorized to conduct a study of the Vocational-Technical Education needs of Goshen county residents and report the findings of the study.

The general goals of this study are twofold. First, the needs of Goshen county residents in the area of Vocational-Technical Education are to be determined. Secondly, conclusions are to be drawn from the data and recommendations made for implementing the information. Several specific questions to be answered are as follows:

1. What are the occupational goals of the students of Goshen county?
2. What factors influence a student's career choice?
3. Is there sufficient interest on the part of students to justify the expansion of course offerings at Eastern Wyoming College?
4. What kinds of courses should Eastern Wyoming College offer to adults?
5. What kind of recognition do adults want for furthering their education?
6. What kinds of occupational training do adults of Goshen county have?
7. What are the present and future manpower requirements of business and industry in Goshen county?
8. What kinds of vocational training do employers consider necessary for their employees?
9. How much understanding of specific subject areas do employers feel their employees should have?
10. Do employers feel that Eastern Wyoming College is presently meeting their manpower needs?

11. In what specific occupations is more training most needed?

12. How can Eastern Wyoming College cooperate with employers to improve the skills of present employees?

13. What relationship exists between the occupational needs expressed by employers and the occupational goals expressed by students?

In order to answer the questions stated above, three major groups of individuals in Goshen county have been selected to indicate their specific needs in the general area of vocational-technical education. These are: (a) students in grades 10, 11, and 12, (b) a sample of county adults, rural and urban, and (c) employers in business and industry. Separate questionnaires were developed for each group and a survey of each has been made. Since it was felt to be in the best interest of the study for all respondents to remain anonymous, students and adults were asked not to sign their names while employers were assured that their organizations would not be identified in this report.

In June, at the outset of the project, every effort was made to acquaint the public with the importance of the study, including the reasons for it and the way in which results are to be used. Throughout the study, the news media were used to keep the public informed of progress.

Since the questionnaires used to collect information from each of the three groups identified above were quite different, the project is reported here in three parts, as there were in fact three separate surveys. In Chapter 2, the student sample is first identified and the collected information is presented. Following this, the author has stated his conclusions and ways of using the data. In much the same manner, the vocational needs of business and industry are discussed in Chapter 3, while the adult survey is covered in Chapter 4. The final chapter contains a summary of the entire project.

CHAPTER 2

THE STUDENT SURVEY

The Sample

As of May 10, 1967, in the six Goshen county school districts operating high schools there were 612 students enrolled in grades 10, 11, and 12. Questionnaires were distributed to all of these students by May 12, and collected by May 29. A total of 421 students, or 69% of the students contacted, completed the forms and these 421 students formed the sample for the student population of Goshen county.

Table 1.

Distribution of respondents by school and grade

School	Grade 10	Grade 11	Grade 12	Total	Percentage of enrollment
Ft. Laramie	2	4	0	6	29%
Goshen Hole	11	4	10	25	68%
Huntley	21	17	14	52	87%
La Grange	5	5	9	19	90%
Lingle	15	16	14	45	70%
Torrington	128	86	60	274	67%
Totals	182	132	107	421	69%

Table 2.

Distribution of respondents by sex and grade

	Grade 10	Grade 11	Grade 12	Total	Percentage of sample
Boys	73	59	57	189	45%
Girls	109	73	50	232	55%

The questionnaire

The form used consists of ten questions in which the student is asked to select one response from a list of items. In some instances, information is also to be written in. On this and the following pages, each question of the form is stated and the total number of responses from all three grades is given. After each question follows a detailed explanation of any recognizable patterns such as the effect upon responses of grade, sex, or vocational ambition.

1. What would you like to do after completing high school?

44	A.	Trade School.
50	B.	One or Two-Year community college terminal program.
136	C.	Two-Year community college transfer program.
36	D.	Join some branch of military service.
14	E.	Get married and raise a family.
24	F.	Go immediately to work.
117	G.	Attend a four-year university.

Sixty per cent of all students stated that they will seek a college degree. The senior class ranked highest in this category with 70% planning to receive the college degree. Of the 253 students who intend to receive the degree, a majority plan to attend a community college first. Sex does appear to be a factor in selecting college as a preference, since 68% of the male students and only 53% of the female students plan to seek a 4-year degree. Both percentages, however, are quite high. To give a better idea of the way in which grade and sex affect response to this question, tables 3 and 4 are presented on page 7.

Several interesting, if anticipated, trends may be seen in the tables. Boys are greatly outnumbered by girls in their choice of trade school, college terminal programs, getting married, and going to work immediately. Disregarding the students who plan to get married and raise a family as well as those who plan to join a military service, 118 students plan to be working in their

chosen occupations within at most two years following high school graduation. These students, who represent 28% of the sample, were asked to list in order of preference their first three occupational choices. These students have been grouped together here, since there is a very great overlap in occupations mentioned. Obviously, many students have no idea of the training necessary for some of the occupations they mentioned. The first choices of these students are seen in table 5, ranked as to frequency of occurrence.

Table 3.

Post-high school preferences by grade.

	Grade 10	Grade 11	Grade 12
Trade school	20	17	7
Community college terminal program	23	14	13
Community college transfer program	51	37	48
Military service	14	16	6
Get married	10	3	1
Go immediately to work	11	8	5
Attend a four-year university	53	37	27

Table 4.

Post-high school preferences by sex.

	Male	Female
Trade school	13	31
Community college terminal program	16	34
Community college transfer program	79	57
Military service	26	10
Get married	1	13
Go immediately to work	5	19
Attend a four-year university	50	67

Table 5.

First occupational choices of students not seeking a college degree.

Occupation	Grade 10	Grade 11	Grade 12	Total
Secretary	13	7	6	26
Beautician	10	6	1	17
Stewardess	3	8	2	13
Auto Mechanic	5	4	2	11
Nurse	9	0	2	11
Farmer	1	2	1	4
Model	3	0	0	3
Rancher	2	1	0	3
Bookkeeper	0	1	1	2
Electrician	1	0	1	2
Laboratory technician	1	0	1	2
Office machines operator	0	2	0	2
Announcer	0	1	0	1
Clerk	0	1	0	1
Computer programmer	0	0	1	1
Conservationist	0	0	1	1
Engineering technician	0	1	0	1
Forester	1	0	0	1
Heavy equipment operator	1	0	0	1
Interior decorator	0	1	0	1
Medical technician	0	0	1	1
Radio & television repairman	0	0	1	1
Truck driver	0	1	0	1
Veterinarian	1	0	0	1

As some students may change their minds and adopt either their second or third occupational choice, the following table is included which presents a composite picture of occupational interests which were expressed as either a first, second, or third choice by students not seeking a college degree. It is not felt that vocational programs can be adopted by the college for a small number of students, so occupations which were mentioned fewer than five times have been deleted from this table.

Table 6.

Occupations selected as first, second, or third choices

by students not seeking a college degree

Occupation	Grade 10	Grade 11	Grade 12	Total
Secretary	24	14	7	45
Beautician	21	16	2	39
Stewardess	12	13	3	28
Nurse	13	4	4	21
Auto mechanic	8	8	4	20
Bookkeeper	5	8	2	15
Office machines operator	2	5	5	12
Farmer	4	3	1	8
Medical Technician	2	2	4	8
Clerk	2	5	0	7
Laboratory Technician	4	0	3	7
Artist	3	2	1	6
Dental Hygienist	4	0	1	5
Electrician	1	2	2	5
Machinist	2	3	0	5
Telephone Operator	3	1	1	5

Students who indicated they would seek a 4-year college degree were also asked to list their first three occupational choices. In tables 7 and 8, the students who plan to attend a community college and then transfer to a 4-year school are grouped with those who intend to enroll immediately at a 4-year school. A large number of occupations were mentioned just once as a first choice and these have not been included in Table 7. Occupations listed fewer than five times have been omitted from Table 8.

Table 7.

First occupational choices of students seeking a college degree.

Occupation	Grade 10	Grade 11	Grade 12	Total
Teacher	20	24	18	62
Engineer	10	5	6	21
Psychologist	5	3	3	11
Doctor	3	5	2	10
Biologist	5	2	2	9
Forester	7	0	2	9
Lawyer	4	3	2	9
Architect	2	3	3	8
Veterinarian	3	2	3	8
Nurse	2	2	2	6
Agriculture	3	0	2	5
Home economist	0	3	2	5
Musician	2	0	3	5
Social worker	0	2	3	5
Accountant	0	4	0	4
Interpreter	0	3	0	3
Artist	0	2	0	2
Business	0	0	2	2
Journalist	0	0	2	2
Mathematician	2	0	0	2
Minister	2	0	0	2
Missionary	2	0	0	2
Stewardess	2	0	0	2

Table 8.

Occupations selected as first, second, or third choices by students seeking a college degree

Occupation	Grade 10	Grade 11	Grade 12	Total
Teacher	40	43	43	126
Engineer	28	14	17	59
Social worker	25	10	11	46
Forester	13	5	7	25
Architect	11	6	6	23
Veterinarian	14	4	4	22
Biologist	9	6	6	21
Home economist	10	8	3	21
Psychologist	8	6	6	20
Accountant	6	10	2	18
Doctor	6	8	2	16
Lawyer	5	6	4	15
Nurse	7	3	4	14
Secretary	4	5	3	12
Therapist	5	2	5	12
Dietician	5	4	2	11
Guidance worker	4	5	2	11
Mathematician	4	2	5	11
Pharmacist	7	2	2	11
Business	2	2	6	10
Stewardess	6	3	1	10
Agriculture	5	1	3	9
Journalist	4	2	3	9
Musician	2	2	5	9
Auto mechanic	3	1	4	8
Geologist	5	3	0	8
Soil conservationist	5	1	1	7
Artist	1	3	2	6
Chemist	3	3	0	6
Medical technician	1	2	3	6
Interior decorator	1	3	1	5
Interpreter	0	5	0	5

2. Provided nothing prevents you from achieving your educational goal, whether by a two-year community college terminal program or other, (assuming a job was available) would you prefer to live and work in:

46	1.	Goshen County?
168	2.	The state of Wyoming, in general?
181	3.	Neither of above?

Eleven per cent of all students plan to stay in Goshen county, 40% in the state of Wyoming excluding Goshen county, and 43% intend to leave the state. Six per cent did not respond to this question. In terms of their educational goals, responses did not seem to be dependent on whether or not a college degree was sought, as percentages were very nearly the same. In general, boys tended to like the state of Wyoming better than girls. The two sexes were approximately equal, percentagewise, in selecting Goshen county, but 45% of the boys selected the second alternative while only 36% of the girls selected this item. Also, although the sophomore class followed the over-all statistics, there is a marked difference in the junior and senior classes. Twenty-five per cent of the members of the junior class intend to stay in Wyoming, but not in Goshen county, while 58% plan to leave the state. On the other hand, 61% of the senior class intend to stay in Wyoming and only 27% prefer to leave the state to live and work. Percentages for both classes stayed at 11% for the first choice, that of staying in Goshen county.

3. If you are not going to a two-year college or four-year university, answer this question: What is the one reason of most importance why your future plans do not include going to college?

3	1.	Tired of school; had enough education.
17	2.	Want to work and make money.
20	3.	Too expensive; can't afford it.
11	4.	Want to get married.
0	5.	Parents don't want me to go.
0	6.	People who don't go to college get ahead just the same.
0	7.	Waste of time.
23	8.	Can't make good enough grades.
30	9.	Enter service.
16	10.	Other (write in).

Only 71 % of the 168 students qualified, on the basis of Question 1, to answer this question did so. It is interesting to note that sophomores considered items 3 and 8 most important while the other two classes both considered item 9 to be most important. It seems strange that so many individuals consider the community college to be too expensive, but only one out of the 20 who marked this response was a senior, so there is time left to acquaint the underclassmen with the facts about the cost of a community college. Of the sixteen individuals who marked the last response, all are planning to enter occupations which do not require a college education, such as beauty operator or auto mechanic.

4. If you plan to attend college, but not Eastern Wyoming College, which of the following statements best explains your reason?

34	1.	Eastern Wyoming College has no program in which I am interested.
1	2.	Eastern Wyoming College is too expensive.
60	3.	I want to attend college away from home.
25	4.	The courses and curriculums in Eastern Wyoming College are not as good as those in other colleges.
31	5.	Other (write in).

From the point of view of the college, it is heartening to see that the least negative of the choices available was the one most often selected. Of those students who selected No. 1, a few were interested in degrees in music or foreign language and are therefore accurate in their evaluation. The majority, however, appear to be either uninformed or misinformed about the programs offered by the college. Since 25 out of 34 are underclassmen, the college must take steps to inform these students of the programs available. Not all of the students who selected alternative 5 wrote their reasons for that selection, but for those who did, there were four main reasons given. These students want to (1) go to a church-affiliated school, (2) start at the same school they intend to graduate from, (3) get away from this area since they are tired of it, or (4) stay away from out-of-state tuition, since they live in Nebraska. In

all, 151 students responded to this question. As 110 were either juniors or sophomores, the college still has time to reach these students and change their negative attitudes about the college.

5. What high school program are you presently involved in?

	1.	Vocational
25		a. Home Economics
16		b. Agricultural
8		c. Secretarial Science
58	2.	General
298	3.	College Preparatory

Of the 405 students who answered question 5, 74% are taking a college preparatory course. Unfortunately, the figure is not very revealing since only at Torrington, and possibly Lingle, are the students given all the programs to choose from. The other schools offer only a college preparatory course.

6. How do you think your parents feel about whether you attend college after high school graduation? (Check the one item in each column which you think best describes each parent's attitude.)

MOTHER

191	1.	Insists or expects me to go
199	2.	Wants me to go if I want to.
21	3.	Doesn't care one way or the other.
3	4.	Doesn't want me to go.
0	5.	Won't allow me to go.

FATHER

182	1.	Insists or expects me to go
179	2.	Wants me to go if I want to.
37	3.	Doesn't care one way or the other.
1	4.	Doesn't want me to go.
0	5.	Won't allow me to go.

The responses to question 6 were colored somewhat by the word "insists" in the first alternative. Many students who selected this alternative were bothered enough by the word to cross it off their questionnaires. It seems reasonable to assume that others were sufficiently bothered to make another

selection even if both parents expect them to attend college. It is obvious, however, that a large majority of parents hope their children will attend college.

7. Did you earn money while attending high school by working on a part-time job during the school year?

187 yes Specify job if yes:_____
220 no

Do you work during the summer?

314 yes Specify job if yes:_____
93 no

As could be expected, a greater percentage of students work as they get older, both at part-time jobs during the school year and during the summer. Forty-four per cent of the sophomore class, 45% of the junior class, and 50% of the senior class work part-time during the school year, while the respective percentages for the three classes during the summer are 72, 80 and 83%. As could also be anticipated, boys tend to work more often than girls. Although only 45% of the sample are boys, 58% of the students who have part-time jobs during the school year are boys, as are 57% of those who work during the summer. Farm work predominates, although many students work at retail stores and restaurants or drive-ins. Baby-sitting is prevalent among girls.

8. Who do you feel has had the greatest influence upon your choice of career?

89 Father
76 Mother
66 Relative
67 Other

Among the 67 students who selected someone besides father, mother, or other relative, 41 wrote in "teacher" and 26 said "friend". The responses to this question indicate that many students are not willing to admit their occupational choice has been influenced by someone else. The majority of students

who did not choose one of the given alternatives wrote that nobody influenced them, and their choices were strictly their own.

9. How long have you been a resident of this county?

13	less than a year
15	1 - 2 years
33	3 - 5 years
36	6 - 10 years
307	Over 10 years

10. Are you aware that Eastern Wyoming College offers programs of study which will prepare you for employment upon completion?

252	yes
151	no

Responses to this question reflect a general lack of awareness of the total program at Eastern Wyoming College. Fifty-eight per cent of the sophomores checked "yes" as did 60% of the juniors and 73% of the seniors. There is quite obviously much the college should do to inform high school students about programs available at the college.

Conclusions and Recommendations

1. On the basis of student interest shown in the sample, projections for the total population indicate that the number of students who would be interested in a terminal vocational program includes about 80 students in grade 10, 55 in grade 11, and 35 in grade 12. As the college already has an adequate secretarial science program, no additional curriculum development is necessary to provide training in the occupation mentioned most often. New programs are needed, however, to satisfy the vocational needs of the majority of students desiring a terminal program.

Steps should immediately be taken to investigate the feasibility of course offerings in the vocational areas identified in this survey. In addition, the interests of students in surrounding counties should be learned as

This would greatly increase the reliability of any decision involving feasibility.

2. Although it is true that the majority of jobs in Goshen county do not require a college degree (this will be shown in Chapter 3), even the students who do not intend to get a college degree are dissatisfied with this area and wish to get out. The college should make this information known to the residents of Goshen county.

3. A large number of Goshen county high school students do not know the educational requirements for occupations in which they are interested. This information would best be disseminated by the high schools, which should be made aware of the situation.

4. Goshen county high school students are for the most part unaware of the educational facilities and programs of Eastern Wyoming College. This lack of awareness probably reflects what parents and school personnel know about their community college. Every effort must be made to inform students, parents, and area high schools about the programs presently offered by the college, and as soon as new programs are developed these must be made known also.

5. Too often, the programs of Goshen county high schools are limited to college preparatory courses, as evidenced by the fact that 74% of the students are in a college preparatory program but only 60% plan to go to college. There is a definite need for the high schools to provide students with programs suited to their goals.

6. The strongest influence on occupational goals of students is exerted by their parents, most of whom feel that their children need a college degree to be considered successful. The college must strive to make parents realize that a college degree does not insure success and is not necessary for all.

CHAPTER 3

THE BUSINESS AND INDUSTRY SURVEY

The Sample

At the time this project was begun, Eastern Wyoming College was furnished with a directory of Torrington Chamber of Commerce members, 92 of whom are presently active in local business. A few other businesses not belonging to the Chamber of Commerce, 4 Lingle businesses, and one each in Huntley and La Grange were selected along with Chamber members to form the sample of 114 Goshen county businesses which were asked to give information in the survey.

In terms of the types of businesses contacted, the sample contained a good cross-section with many different kinds of occupations represented. Questionnaires were completed by banks, law enforcement officers, food services, retail clothing stores, drug stores, grocery stores, gas stations, implement companies, a sugar factory, a cheese factory, professional people, county and city officials, and many service and maintenance businesses. Represented in the 114 businesses are 880 employees, with a majority of businesses having fewer than 6 employees. To give the reader a better idea of the sizes of businesses in the sample, Table 9 is presented on the following page.

The Questionnaire

The questionnaire used contains 14 questions, some requiring a choice between "yes" and "no" responses while other questions require information to be written on the form. All questionnaires were completed by project personnel during interviews with employers. The information given on the questionnaires accurately reflects the opinions and policies expressed by the employers.

Table 9.

Distribution of businesses as to size

Number of employees	Number of businesses	Number of employees	Number of businesses
1	7	12	2
2	13	13	4
3	24	14	2
4	11	15	4
5	10	16	2
6	12	20	1
7	6	21	1
8	2	64	1
9	4	73	1
10	4	80	1
11	2		

The first question of the form is not presented here as it appeared on the questionnaire because it is felt that the information contained in the responses might better be shown in tabular form. The question asked employers to indicate the number of employees in their establishment currently employed in each of 9 general occupation divisions. Employers were also asked to indicate the number of employees in each division 5 years ago, plus an estimate of the numbers needed in 1968 and 1970 and an idea of how many employees they will have to replace within the next 3 years. The total response is tabulated on the next page.

It may appear from the table that business in Torrington has experienced a great amount of growth since 1962, but the figures are somewhat deceiving in that 24 employers did not give any information for 1962. These businesses either were non-existent 5 years ago or were under different management at that time. The responses here show a cautious estimate of growth during the next 3 years.

A word is necessary also to clarify a difficulty encountered in answering this question. Many Goshen county businesses are such that employees must do many jobs and could legitimately be classified in two or more occupational categories. Their placement in the table is, in many respects, a best choice among several reasonable ones. In terms of educational training, many individuals in the "professional, technical, and managerial" category are improperly placed, but were placed there because of their positions in businesses.

Table 10.

Occupational distribution of employees

General Occupational Category	Number of employees Currently Employed	Employed as of 1962	Estimate as of 1968	Estimate as of 1970	Replacements as of 1969
Professional, technical, and managerial	199	168	197	197	7
Clerical and sales	234	195	246	256	68
Farming, fishery, forestry, and related	34	31	35	37	5
Service	257	205	267	262	86
Processing	1	2	3	3	0
Machine trades	95	96	95	96	19
Bench work	19	9	20	20	3
Structural work	26	30	27	26	6
Miscellaneous	15	14	16	16	6
Totals	880	750	906	913	200

In question 2 of the form, employers were asked to indicate how much understanding of specific subject areas they and their employees need. For a complete listing of the subject areas, refer to the business and industry questionnaire in the appendix of this report. Here, only the subject areas selected by employers are considered. The following table shows the business subjects deemed necessary by employers for their employees. Although these courses were considered important primarily for managers and clerical help, all categories except processing occupations were mentioned as needing at least one business course.

Table 11.

Importance of business courses
to Goshen county employees

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
Accounting	12	37	103	22
Automated accounting	0	5	1	9
Federal tax accounting	20	57	59	8
Business law	15	43	64	11
Math. Analysis for business	2	17	13	4
Office machines	12	65	65	25
Business economics	6	40	73	13
Business english	1	10	110	80
Business mathematics	0	13	104	76
Business organization and management	7	21	34	24
Business psychology	1	18	107	74
Survey of computer use in business management	0	5	6	1
Marketing	12	40	54	7
Advertising	7	45	80	11
Merchandising	2	38	65	10
Retail selling methods	2	25	52	15
Retail display	4	32	53	9
Retail buying	3	25	44	10
Retail management techniques	1	23	45	10
Shorthand	6	13	17	14

(continued on next page)

Table 11 (continued)

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
Medical shorthand	0	20	5	0
Typewriting	6	22	61	48
Duplicating processes	2	9	16	7
Clerical procedures	4	27	71	17
Secretarial procedures	2	18	56	36

Engineering and technology courses were considered important mostly for the machine trades occupations but employers felt they and their sales personnel should have some knowledge of several areas. Again, all categories except processing were mentioned here.

Table 12.

Importance of engineering and technology courses for Goshen county employees

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
Automobile mechanics	2	6	7	15
Automatic transmissions	4	4	7	4
Automotive engine tune-up	0	11	13	4
Blueprint reading for construction	0	5	6	4
Inspection of structural materials	0	2	2	2
Electrical inspection	0	7	12	4
Building construction	0	4	7	6
Industrial drafting	0	1	3	1
Electronic drafting	0	0	5	1
Technical illustration	0	2	9	3
Electrical communications	0	2	0	3
Electrical power generation and distribution	0	1	1	2
Electricity - inside wiring	0	1	2	3
Circuit analysis	0	1	4	1
Electronic industrial applications	0	0	1	2

(continued on next page)

Table 12 (continued)

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
Surveying	2	2	9	2
Descriptive geometry	0	0	0	1
Engineering drawing	0	5	6	0
Fire protection	2	5	17	5
Fire suppression	0	3	1	3
Fire fighting tactics and strategy	0	1	3	3
Hazardous materials	0	7	13	6
Fire protection equipment and systems	1	0	3	0
Related codes and ordinances	1	1	2	1
Fire apparatus and equipment	1	0	1	1
Fire company organization and procedure	0	0	1	0
Fire investigation	0	0	1	0
Instrumentation fundamentals	1	0	3	0
Pressure and temperature measurement instrumentation	1	0	3	0
Flow and analysis measurement instrumentation	0	0	1	0
Recording and controlling instrumentation	0	0	1	0
Machine shop practice	2	8	13	6
Machine shop blueprint reading	0	4	4	1
Metalworking fundamentals	0	0	7	6
Metrology	1	0	1	3
Metal processes	0	0	4	2
Gas welding processes	0	5	15	8
Metallic arc welding	0	3	14	8
Introduction to law enforcement	0	0	2	1
Criminal law	0	0	2	2
Criminal evidence	0	0	2	2
Administration of justice	0	2	0	2
Traffic control	0	2	2	0

(continued on next page)

Table 12 (continued)

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
Patrol procedures	0	2	0	2
Juvenile control	0	2	2	3
Science of fingerprints	0	0	3	2
Law enforcement supervision	0	0	2	3
Copy preparation	0	0	0	1
Letterpress	0	0	0	1
Pressmanship	0	0	0	1
Lithography	0	0	1	0
Photo lithography	0	0	1	0
Surveying computations	0	0	1	0
Surveying field work	0	0	1	2
Land subdivisions	1	0	1	0
Technical calculations	0	0	1	0
Slide rule	0	0	1	0

Not much interest was expressed in the other subject areas given in the questionnaire. The importance of these areas, including courses in medical assisting, mathematics, and physical sciences, is shown in the following table.

Table 13.

Importance of miscellaneous courses for Goshen county employees

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
Medical assisting orientation	0	0	1	0
Related medical science	0	0	1	0
Medical terminology	0	0	1	0
Secretarial procedures	0	0	1	0
Medical office procedures	0	0	1	0
Assisting techniques	0	0	1	0
Algebra and trigonometry for technicians	0	1	1	1

(continued on next page)

Table 13 (continued)

Subject	Amount of understanding needed: number of respondents Little	Some	A great deal	Thorough
College algebra and trigonometry	0	0	3	1
Slide rule and desk calculators	0	0	1	0
Analytic geometry and calculus	0	0	1	0
Coding for digital computers	0	0	4	0
Elementary statistics	0	1	2	3
General mathematics	0	2	0	1
General chemistry	0	0	2	1
Quantitative analysis	0	1	1	1
Botany	0	0	0	2
Etymology	0	0	0	2
Agronomy	0	0	0	2
Farm mechanics	0	0	0	2
Agriculture	0	1	0	0
Appliance repair	0	0	1	0

The remainder of the questions on the business and industry form will be presented in the text much as they appeared on the form.

3. Would you accept qualified graduates from Vocational-Technical Schools or Classes without actual work experience to fill vacancies in skilled positions?

91 Yes
20 No

Many employers who answered this question affirmatively qualified their answer by saying that their actual hiring of such an individual would depend on a personal interview.

2. Do you now pay the tuition of employees who take training to update their job skills?

61 Yes, in full
9 Yes, in part
37 No

5. Do you inform your employees of educational opportunities they might take to improve their job skills?

90	Yes
17	No

6. Have the high schools adequately prepared their graduates for entry employment with your firm?

64	Yes, adequately
7	Yes, but only partially
14	No

Twenty-five employers did not feel qualified to answer question 6 because they have never employed high school graduates. Many individuals responded to this question, also, who employ high school graduates only on a part-time basis and not for permanent employment.

7. Have the junior (community) colleges adequately prepared their graduates for entry employment with your firm?

52	Yes, adequately
7	Yes, but only partially
7	No

If the junior colleges have not adequately prepared their graduates for entry employment with your firm, can you identify the particular areas of inadequacy?

Forty-six employers did not feel qualified to answer this question because they have never employed community college graduates. Several people who have employed both high school graduates and community college graduates wrote that the college prepared its graduates much better than did the high school. Ways in which the college program is inadequate included mention of the lack of sufficient terminal programs, lack of understanding of insurance, and general criticism of employees who aren't interested in work, have no common sense, and can't follow directions. Responses to both questions 6 and 7 seemed to relate not to graduates in general, but to the individuals with whom the employers were familiar.

8. If you think occupational education and training in Goshen county needs improvement, which of the following would you support? (Check all that apply)

59 Substantial expansion of vocational education programs in the existing high schools.
5 Creation of an area vocational school for secondary (high school) occupational training.
108 Expansion of community college offerings in occupational education.

A majority of respondents to this question answered "yes" to both the first and third items.

9. Would you participate in a cooperative education program for skilled occupations within your business?

74 Yes
33 No

10. Have you conducted (or had conducted by an outside agency) any employee training courses since 1961?

87 Yes If yes, list:
17 No

Among the employee training courses listed by employers, 46 were on-the-job training courses conducted by the employers themselves. The rest were courses conducted by national manufacturers which are open to all employees selling or using their product, and to which the employee must travel.

The four final questions of the questionnaire asked for information to be written by the employer. This information constituted Part II of the form, and the questions were numbered 1 - 4.

1. If you foresee changes in types of occupations, and the proportions these occupations are of total employment, please discuss below how changes in your business processes will influence the proportion of: (a) professional and technical workers, (b) clerical and sales workers, and (c) service workers.

Fifty-four of the respondents to this question indicated they did not anticipate any changes. Two employers expect to need fewer clerical employees because of increased use of computers, while one individual will have to hire a bookkeeper because of the red tape introduced by the government's Medicare program. Three employers expect to need more sales personnel because of business enlargement, and one plans to remodel his retail establishment to permit self-service because he cannot find competent clerks. Other needs expressed here were for more mechanics and one more doctor, but employers used this space primarily to state the need for better trained employees in all occupational categories.

2. Please list below the occupations for which your experience indicates training is most needed to provide better qualified workers.

   In your establishment (on-the-job training)

   Outside your establishment (vocational and other schools)

Employers generally used the space given here to indicate the things they see in their employees that they don't like. A few occupations were given which need on-the-job training. These were: mechanics, projectionists, electricians, servicemen, carpet layers, painters (automobile), claims adjusters, insurance salesmen, sales clerks, bookkeepers, meat cutters, laborers, cheese-makers, physical therapists, radio announcers, business machine operators, and power linemen.

Many employers felt that all their employees needed training, both on-the-job and in school, in salesmanship. Other criticisms of employees were that they lacked the will to work, they were sloppy in appearance and speech, they didn't attempt to understand the product they handled, they couldn't follow directions, they lacked common sense, and they wanted a job and pay for which they were not qualified.

3. For what occupations have you experienced difficulty in hiring qualified workers? What are the reasons for such difficulties?

Many different occupations were given here, but the most important ones were sales clerks, salesmen, and mechanics. The reasons given for difficulty in hiring workers in all occupations were pretty much the same: people want short hours, high pay, and little work. There is a shortage of mechanics which might also be traced to the lack of social prestige which can be attained by mechanics.

4. What are the minimum educational requirements for the hard-to-fill occupations shown in (3)?

For employers who responded to questions 3 and 4, 31 stated that there were no minimum educational requirements for these positions, while 36 want at least a high school degree, 2 want a 2-year college degree, and 5 want a college degree. A trade school degree was desirable in one instance.

Conclusions and Recommendations

1. The majority of jobs in Goshen county are not specialized, and require that the employee be acquainted with many subject areas. Most employees, however, should be familiar with business courses.

2. There is a serious shortage of employees in the machine trades and in structural occupations. Not enough young people are going into these trades to sustain them.

3. Employers are willing to help train their present employees to update their job skills, but the initiative must be taken by Eastern Wyoming College to take advantage of their interest. The distributive education person at the college needs to talk with employers and work out suitable programs.

4. Employers can find little to complain about in the technical preparation of high school and college graduates. They do complain, however, about a decline in the moral character of young people. High schools and colleges can both do something about instilling a sense of responsibility in their students.

5. Eastern Wyoming College can help to satisfy the occupational needs of Goshen county by offering distributive education programs and courses in auto mechanics. The distributive education program will definitely begin in September of 1967, and an effort should be made to work out auto mechanics courses, perhaps in cooperation with employers in the county.

6. For most occupations in Torrington, a high school education appears to be adequate at present, however most employers hope that in the future their employees can get more training. If more training is available, the educational requirements for jobs will probably be raised also.

CHAPTER 4

THE ADULT SURVEY

The Sample

At the outset of the survey, the adult population of Goshen county was estimated to be about 7,000. A sample of 600 adults was desired to complete questionnaires. Since information was needed from both sexes and from both urban and rural residents, the sampling method used was as follows. For the urban population, represented by Torrington residents, a numeral was assigned to each private electric meter registered with the Torrington city clerk. One hundred ninety-eight of these numerals were selected from a table of random numbers. For the rural population (the rest of Goshen county) electricity is furnished by Wyrulec Company in Lingle, so the rural sample was selected from meter registrations at Wyrulec in a manner similar to that for the urban sample. There were 102 rural residences selected to make a total of 300 for the county. The ratio of the urban sample to the rural sample was thus approximately equal to the ratio of urban electric meters to rural electric meters.

Once the adult sample was selected, two questionnaires were mailed to each residence, one form each for the man and woman of the house. A short letter accompanied the forms, explaining the purpose of the survey and giving information relevant to the questionnaires. A stamped envelope addressed to Eastern Wyoming College was enclosed also to facilitate collection of the questionnaires.

Two weeks after the initial 600 questionnaires were mailed out, an additional 50 were sent to each of the urban and rural groups, following the same method of selection as before. This was necessary since some people on the

initial list are now deceased, and some questionnaires were unaccountably lost in the mail. Thus, a total of 700 questionnaires were mailed. Of these 256 were returned, including 93 from the rural sample and 163 from the urban sample. For further information on the distribution of respondents, refer to the next section of this chapter.

The Questionnaire

The form used consists of 18 questions in which the respondent is asked to select one or more responses from a list of items. In some instances, information is also to be written in. On this and the following pages, each question of the form is stated and the total number of responses from both urban and rural groups is given when applicable. After each question there is a detailed explanation of the relationship, if any, of responses to age, sex, or place of residence (urban or rural).

1. _____Age of respondent.

A precise breakdown of the ages of respondents is shown in the table below.

Table 14.

Age distribution of respondents

	20 - 30 years	31 - 40 years	41 - 50 years	51 - 60 years	61 years or older
Urban sample	27	31	39	32	34
Rural sample	4	18	25	27	19
Totals	31	49	64	59	53

For a sample truly representative of Goshen county, it would be desirable to have more respondents in the "61 years or older" category, but for the most part these individuals did not care enough about the survey to return their

questionnaires. The fact that they have little or no interest in education does have bearing, however, on determination of college programs.

2. Sex of respondent:

121	Male
135	Female

3. Marital status:

234	Married
14	Widowed
2	Separated
4	Divorced
2	Single

Questions 2 and 3 have been grouped to make discussion of their implications more fruitful. In several instances, married women returned the forms while their husbands did not. One reason for this is that at this time of the year the men who farm do not have much free time. Another reason appears to be that men take less interest generally in adult education, thus failing to respond to the questionnaire. Of the respondents who were not married, the urban sample contained 11 widows, one member of each sex separated from his or her spouse, 4 divorced women, and one single man. The rural sample included 3 widowers and one single man.

4. Working status:

118	Work full time
32	Work part time
5	Work part time and attend school part time
77	Homemaker
24	Retired

Only 21 of the women who responded work full time, while 25 women work part time. Eleven women, not all over 60 years of age, answered that they were retired rather than homemakers. One man checked the "homemaker" response.

5. Highest grade completed in school:

1	1-4 years completed
7	5-7 years completed
27	8 years completed
117	9-12 years completed
56	12-14 years completed
42	College degree

The project members were somewhat surprised by the large number of persons selected who had college degrees, some 17% of the respondents to this question. With this high number of well-educated people in the sample, it is unlikely that the sample is truly representative of the county. Women who responded were, in general, better educated than men, as 28 had a college degree, 33 had completed 12-14 years, 59 had completed 9-12 years, 9 had completed 8 years, and only 2 had completed fewer than 8 years.

6. How long have you been employed on your present job?

23	1-2 years
36	3-5 year
131	6 or more years

Many women who indicated they were homemakers answered this question, as did some retired persons, with 26% not responding.

7. Surveys have shown that very few people actually do take adult education courses. The following are some of the reasons given for not attending. (Check those statements that apply to you.)

7	A.	"I don't think there are any adult courses available here."
7	B.	"The things I have heard about adult programs don't sound very interesting."
3	C.	"I can learn all I need to know without going to classes."
96	D.	"I am much too busy with other things, and just wouldn't have the time."
41	E.	"I would probably be too old to start learning new things."
91	F.	Other

Both urban and rural residents indicated that the most important reason for not taking adult education courses was lack of time. Some respondents who checked the last item wrote in their reason and of these, the most important one was that courses which would be practical or beneficial to them were not offered. Sixteen people felt this way. Other reasons given here were finances, distance, small children to take care of, and lack of information about courses being offered.

8. In general, do you think that educational classes for adults would be an important thing on which your community should spend money, or do you think that the money would be better spent on something else?

214	It would be an "important thing".
21	It would be better spent on something else.

Overwhelmingly, money spent on educational classes was deemed important by both urban and rural communities and by both sexes. Eleven of the 21 who felt it would be better spent on something else were over 60 years of age.

9. How far would you be willing to travel in order to attend an adult evening class?

113	10 - 20 miles round trip
34	20 - 30 miles round trip
22	30 - 60 miles round trip

It is heartening that 66% of the sample responded to this question, with 68% of the urban group and 63% of the rural group checking one of the three items. Thirty-four per cent of all respondents apparently would not be willing to travel at all, and are therefore not interested in attending any adult evening class. To a large degree, responses to this question were dependent upon the distance of the respondent's residence from Eastern Wyoming College.

10. Suppose you decided to enroll in some sort of adult education course that was readily available. In which of the following ways would the course you chose be helpful to you? (Check those that would be helpful.)

60	A.	On the job you now hold?
69	B.	In preparing for a new job or occupation?
44	C.	In carrying out everyday tasks and duties around the home?
62	D.	In spending your spare time more enjoyably?
48	E.	In meeting new and interesting people?
136	F.	In becoming a better informed person?
25	G.	Don't know.
10	H.	Other

Both rural and urban groups would choose first a course that would be helpful in becoming a better informed person, as would both sexes. Men considered A to be of second greatest importance, followed by D, B, E, G, C, and H. Women considered B to be the second most important, followed by D, E, C, A, G, and H.

11. Have you thought recently that you might like to enroll in some type of adult education course?

121	Yes	If "yes" what type of subjects or courses have you thought you might like to take, if they were available?
101	No	

A majority of urban respondents to this question, 85 persons, checked the first response, while 56 checked the second. The situation was reversed for the rural respondents, with 45 checking "no" and 36, "yes." For men, responses to the two items were 42 and 58, respectively, while the responses for women were 79 and 43. These figures could have been anticipated. Not all respondents who checked "yes" indicated what types of courses they might like to take, but for those who did, the information is presented in the following table. Items mentioned just once are not included in the table but are summarized following the table. Related courses, or courses which are subdivisions of other courses mentioned, are kept separate just as they appeared on the forms.

Table 15.

Preferred course offerings in adult education

Course or progran	Number of interested adults
Business	14
Art	13
Bookkeeping	11
English	11
Home economics	10
Foreign language	6
History	6
Mathematics	6
Sewing	6
Accounting	5
Typing	5
Nursing	4
Upholstery	4
Bible	3
Business law	3
Education	3
Finance	3
Interior decorating	3
Knitting	3
Mechanics	3
Advertising	2
Chemistry	2
Creative writing	2
Economics	2
Electronics	2
Flying ground school	2
Management	2
Music	2
Physical sciences	2
Psychology	2
Secretarial	2
Special education	2
Welding	2

Courses which were mentioned just once include Calculators, Business machines, Zoology, Botany, Speech, Music appreciation, Literature, Pneumatics, Physics, Ceramics, Shorthand, Bridge, Legal shorthand, Cake decorating, Civil engineering, Surveying, Computers, Administration, Social sciences, Speedreading, Salesmanship, Engineering, Political science, Agricultural courses, Gunsmithing, Machinist, and Civil service.

12. If you had completed some adult class, what sort of recognition would you want?

81	College credit
66	A certificate of completion
7	Notification to your employer
49	None of the above

Although the urban group preferred college credit, as did most women, the rural group and the majority of men preferred a certification of completion. It was surprising that so few individuals wanted their employers notified, but the reasons for it are obvious in the responses to question 13.

13. To the best of your knowledge does your employer:

25	Yes	a. have a formal on-going training program?
70	No	
31	Yes	b. keep any records of training employees
56	No	acquire on their own time?
27	Yes	c. give financial or promotional consideration
62	No	to employees who take additional training?

Of the 161 individuals who did not respond to any part of this question, most were either not employed or self-employed, although many apparently did not have sufficient knowledge to answer the question. It is obvious, however, that in most cases employers in Goshen county do not give adequate consideration to employees who take additional training.

14. If you have children, how much education do you personnally feel they need to complete?

0	8 years
0	10 years
8	12 years
21	two-year college
171	Four-year college

Overwhelmingly, adults favor a college education for their children. There were many individuals, however, who wrote in that they felt there were not enough responses to choose from, as it made a difference to them if their children were boys or girls, and the occupational goals of their children determined the amount of education necessary.

15. If a suitable re-training program were available, would you be willing to change from your present job to one in a small industry? Assume that the new job would be in this county or in this geographic area.

60	Willing to change
107	Not willing to change

No group could be identified which was more willing to change than not, but a large number of individuals were willing to change occupations. From the responses to this question, many homemakers who do not now work would be willing to do so.

16. Do you know of any friends or acquaintances who have left the state of Wyoming who you believe might return if a job were available in a small industry?

97	Yes
108	No

Although the majority of respondents answered "no" to this question, there still appear to be a large number of people who have left the state and would return if a job were available.

17. FOR WOMEN RESPONDENTS ONLY Would you be willing and able to work either full or part time:

61	Yes	a. two years from now?
31	No	
41	Yes	b. five years from now?
26	No	

The primary factor which affected responses to this question appeared to be whether or not a woman had small children at home. The author recognized that many women who said they would be willing to work two years from now have small children who will be in school by that time. The same holds true for those who will be willing to work in five years. Urban women generally checked "yes" to both questions while rural women were about evenly divided on their responses to both questions.

Question 18 differed from the other seventeen questions and is not given here as it appeared on the questionnaire. The exact wording and appearance of this question may be found on the adult questionnaire in the Appendix of this report. Nine occupational categories, the same as used in the business and industry survey, were given in the questionnaire with a brief explanation of each. These nine categories are:

1. Professional, technical, and managerial
2. Clerical and sales
3. Service and municipal
4. Farming, fishery, forestry, and related
5. Processing
6. Machine trades
7. Bench work
8. Structural work
9. Miscellaneous

Respondents were asked to indicate the categories in which they were (a) best qualified to work, (b) reasonably qualified to work, and (c) partially qualified to work. In addition, they were asked to write in the specific occupations in which they were qualified to work. The responses are tabulated below.

Table 16.

Occupational categories indicated by rural respondents

Occupational category	best qualified	reasonably qualified	partially qualified
Professional, technical, and managerial	18	4	6
Clerical and sales	6	9	5
Service and municipal	4	2	4
Farming, fishery, forestry, and related	23	4	2
Processing	0	0	1
Machine trades	0	7	2
Bench work	0	2	2
Structural work	0	1	1
Miscellaneous	1	2	1

Table 17.

Occupational categories indicated by urban respondents

Occupational category	best qualified	reasonably qualified	partially qualified
Professional, technical, and managerial	35	10	5
Clerical and sales	29	25	13
Service and municipal	13	11	4
Farming, fishery, forestry, and related	5	14	9
Processing	3	3	3
Machine trades	4	7	2
Bench work	0	0	2
Structural work	8	5	7
Miscellaneous	10	8	7

Occupations listed by men, with the number of respondents in parentheses, are as follows: farmer (22), construction worker (6), mechanic (5), businessman (4), heavy equipment operator (4), engineer (3), rancher (3), salesman (3), educator (3), feeder (2), carpenter (2), clerk (2), mason (2), forester (2), and many occupations given just once, including welder, ditch rider, lathe operator, electrician, radiator repairman, agriculturalist, engineering technician, dry cleaner, banker, plumber, factory worker, railroad engineer, parts man, oil field worker, fireman, assistant chemist, draftsman, auctioneer, upholsterer, bookkeeper, transporter, projectionist, and baker.

Women gave as their occupations: teacher (25), clerk (13), secretary (13), bookkeeper (9), nurse (7), laboratory technician (3), Avon saleslady (2), dishwasher (2), cook (2), cleaning woman (2), dental assistant (2), factory worker (2), waitress (2), farmer (2), seamstress (2), and several other occupations given just once, including piano teacher, surgical technician, youth counselor, student, beautician, kitchen worker, launderer, baker, news reporter and illustrator, cashier, typist, mathematician, medical technician, legal secretary, credit manager, stenographer, and public relations worker.

Conclusions and Recommendations

1. Many adults do not feel that they are kept well-informed about college programs and courses. This points up the need for the college to stimulate interest in its adult education program, since interested people find it very easy to obtain information from the college. All that any interested person needs to do is call the college office and be placed on the mailing list for all information concerning the evening class schedule.

2. The college is presently meeting most specific course needs expressed in this survey. That is, the courses most desired by respondents are offered yearly or every other year. Most adults want college credit or a certificate

of completion as recognition, and the college does offer many evening college credit courses as well as courses for which a certificate of completion is given.

3. Too many county adults do not know the policies of their employers regarding consideration given for additional training. If some consideration is given by employers, they should be strongly urged to make this fact known to their employees.

4. A method must be found for educating adults to the fact that a 4-year college degree is not an absolute necessity for all young people.

5. As a large number of county adults are interested in adult education courses that would be helpful either on their present jobs or in training for new jobs, an effort should be made to correlate course offerings with this stated need.

6. The author has many reservations about offering adult education courses strictly on the basis of the particular courses mentioned by respondents in this survey. In conversations with some of the respondents, it was found that they had answered many questions affirmatively even though they have no intention of enrolling for any courses. It would appear, then, that the primary job of the college is a public relations effort to convince adults to follow through on their interests.

CHAPTER 5

SUMMARY OF THE PROJECT

The thirteen specific questions asked in Chapter 1 have been answered in subsequent chapters of this report. It seems proper, however, now that all three surveys have been discussed, to review them so that the answers might be placed in proper perspective.

1. What are the occupational goals of the students of Goshen county? Sixty per cent of the students in grades 10, 11, and 12 seek a 4-year college degree with the ten most popular occupations, in order of popularity, being: teacher, engineer, psychologist, doctor, biologist, forester, lawyer, architect, veteranarian, and nurse. For those students not seeking a 4-year college degree, the twelve most popular occupations are: secretary, beautician, stewardess, auto mechanic, nurse, farmer, model, rancher, bookkeeper, electrician, laboratory technician, and office machines operator.

2. What factors influence a student's career choice? Students are influenced in their choice of career by parents, relatives, teachers, and friends, in that order, although many young people don't admit that they are influenced by anyone. A large number of students have part-time jobs during the school year and/or summer jobs, but opportunities in these jobs are so limited that they have no appreciable bearing on career occupational choices.

3. Is there sufficient interest on the part of students to justify the expansion of course offerings at Eastern Wyoming College? At the present time, there does not appear to be sufficient interest in any single new course or program to warrent expansion in vocational-technical education. It is possible, however, that programs in auto mechanics, medical technology, laboratory

technology, and a program for nurse's aids might be successful in the future if steps are taken now to interest more students in such programs.

4. What kinds of courses should Eastern Wyoming College offer to adults? The courses most desired by adults are courses in business, art, accounting, English, home economics, foreign languages, history, mathematics, and typing. Courses in these areas are periodically offered by the college as adult education, so it would appear that the college is presently effective in satisfying the educational needs of Goshen county adults.

5. What kind of recognition do adults want for furthering their education? Of the adults responding to this question, 40% want college credit, 33% want a certificate of completion, and 3% want their employers to be notified.

6. What kinds of occupational training do the adults of Goshen county have? The majority of adults in the county are employed in four occupational categories: (1) Professional, technical, and managerial, (2) Clerical and sales, (3) Service and municipal, and (4) Farming, fishery, forestry, and related. A few individuals are trained in the machine trades and structural work, but almost none in processing or bench work.

7. What are the present and future menpower requirements of business and industry in Goshen county? At the present time an estimated 78% of all employees in business and industry are in one of three occupational categories: (1) Professional, technical, and managerial, (2) Clerical and sales, and (3) Service and municipal, with another 11% in the machine trades. These proportions will stay fairly constant in the next few years, with most replacements necessary in clerical and sales occupations, service occupations, and machine trades occupations.

8. What kinds of vocational training do employers consider necessary for their employees? 9. How much understanding of specific subject areas do

employers feel their employees should have? A great deal of training in business courses is most in demand, although some training in engineering and technology subjects is essential for certain employees, notably those in the machine trades.

10. Do employers feel that Eastern Wyoming College is presently meeting their manpower needs? Most employers who have employed graduates of the college are satisfied with them. However, since most jobs in Torrington and Goshen county require only a high school degree, it would be presumptuous to say that the college is meeting the manpower needs of county businesses.

11. In what specific occupations is more training most needed? The occupations mentioned most often by employers were mechanics (both automobile and tractor), sales clerks, and bookkeepers.

12. How can Eastern Wyoming College cooperate with employers to improve the skills of present employees? The most immediate goal of the college should be coordination of the college's new distributive education program with the desires of local businessmen. It is possible that some sort of cooperative program could be arranged for other areas, but this will require a strong effort on the part of the college.

13. What relationship exists between the occupational needs expressed by employers and the occupational goals expressed by students? It would appear that if the occupational needs of employers are to be met, they will not be met by the students surveyed in this project. The majority of the students want to leave Goshen county and the majority plan to attain an educational level which would make it very difficult for them to find suitable employment in Goshen county.

Besides the answers given above to the questions posed by this survey, a few other conclustions can be stated here.

1. The facts about some occupational choices are not now being made clear

to students, who in many cases do not recognize their own limitations.

2. Too many parents transmit to their children the mistaken belief that a college degree is an absolute necessity.

3. The programs of Eastern Wyoming College are too often unknown to high school students and adults alike. Reasons for this are not clear, but if new programs initiated by the college are to be successful, something must be done to remedy the situation.

4. Employer's criticisms of today's youth are concerned not with the skills with which the schools are preparing them, but with their poor personal appearance and habits, lack of responsibility, and unwillingness to work. The obvious solution is a course which both the high schools and the community college can profitably offer to their students to better prepare them for an adult world.

5. The public relations value of this project to Eastern Wyoming College cannot be stressed too much. Many businessmen who participated in the survey have talked to or telephoned college personnel to express their appreciation of the interest which the college is taking in county affairs. Several people who participated in the adult survey have done the same. It is safe to assume that the participating students will also think more about Eastern Wyoming College and about vocational-technical education as a result of this project.

Much information has been learned in this project about the educational needs of Goshen county. Other suspected facts have been substantiated. The future of vocational-technical education at Eastern Wyoming College, however, cannot be settled on the basis of this project alone. The goals of students may change and the needs of business and industry may change. Once the recommendations included in this report have been acted upon, it is hoped that vocational-technical education will play a larger role in Goshen county's educational picture. Further research will be necessary to evaluate the efforts

of the college, and the author should like to comment on two important considerations in any future research.

First, all three questionnaires used in this project will have to be improved. More questions need to be asked, in a few cases more alternatives should be included for given questions, and some questions need to be rewritten so that they are easier to understand.

Secondly, future research should concern itself not only with Goshen county but also with Platte and Niobrara counties, just as college recruiting should concern itself more with these counties. Unless the situation changes radically, there will not be a sufficient number of students in Goshen county alone who are interested in enrolling in a vocational or technical education program. A project similar to the one reported here should be undertaken in the two adjacent counties to gather information about ways in which the college can attract more students from these counties. More students from neighboring areas would greatly enhance the future of vocational-technical education at Eastern Wyoming College.

APPENDIX

EASTERN WYOMING COLLEGE

TORRINGTON, WYOMING

A SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN GOSHEN COUNTY

Please complete the following:

High School: _____

Class: 10_____ 11 _____ 12 _____

Sex: Male_____ Female_____

Age:_____

To the student:

You are being asked to fill out this questionnaire as part of a survey being conducted by Eastern Wyoming College (formerly Goshen County Community College). Data from this survey will be used by Eastern Wyoming College to better serve the residents of Goshen County in the field of Vocational-Technical Education. All data is confidential and respondents are not asked to sign their names.

1. What would you like to do after completing high school? (Circle one)

   A. Trade School
   If you circle this item will you please list in the space below your first, second, and third choices as to the occupation in which you would like to work. On page 3 you will find in the first column a list of occupations which usually require some training beyond high school. Refer to this list if necessary.

   _____

   _____

   _____

   B. One or Two-year community college terminal program.
   Terminal programs are one or two years of training to prepare you for an occupation upon completion of the program.

   If you circle this item, will you please list in the space below your first, second, and third choices as to the occupation in which you would like to work. On page 3 you will find in the first column a list of occupations which usually require some training beyond high school. Refer to this list if necessary.

   _____

   _____

   _____

   C. Two-year community college transfer program
   A transfer program is a program of courses that allow you to transfer to a 4-year university after completion of the program.

   If you circle this item, will you please list in the space below your first, second, and third choices as to the occupation in which you would like to work. On page 3 you will find in the second column a list of occupations which usually require a four-year college degree or its equivalent. Refer to this list if necessary.

   _____

   _____

   _____

D. Join some branch of military service

E. Get married and raise a family

F. Go immediately to work

If you circle this item, will you please list in the space below your first, second, and third choices as to the occupation in which you would like to work. On page 3 you will find in the first column a list of occupations which sometimes require some training beyond high school. Refer to this list if necessary.

_____

_____

_____

G. Attend a four-year university

If you circle this item, will you please list in the space below your first, second, and third choices as to the occupation in which you would like to work. On page 3 you will find in the second column a list of occupations which usually require a college degree or its equivalent. Refer to this list if necessary.

1. Types of Employee Occupations in Your Establishment:

How many employees do you have currently employed; do you estimate will be employed; and will you have to replace in the general occupation divisions listed on the following pages?

OCCUPATIONS

Number of Employees:	Professional Technical, & Managerial	Clerical & Sales	Farming, Fishery, Forestry, & Related	Service	Processing	Machine Trades	Bench Work	Structural Work	Miscellaneous
Currently Employed									
Employed as of 1962									
Estimate as of 1968									
Estimate as of 1970									
Estimated Replacement as of 1969									

ear community college terminal program or other, (assuming a job was available) ould prefer to live and work in:

____1. Goshen County
____2. The state of Wyoming, in general
____3. Neither of above.

f you are not going to a two-year college or four-year university, answer this uestion.

hat is the one reason of most importance why your future plans do not include oing to college? (Check one)

____1. Tired of school; had enough education.
____2. Want to work and make money.
____3. Too expensive; can't afford it.
____4. Want to get married.
____5. Parents don't want me to go.
____6. People who don't go to college get ahead just the same.
____7. Waste of time.
____8. Can't make good enough grades.
____9. Enter service.
____10. Other (write in)

f you plan to attend college, but not Eastern Wyoming College, which of the following tatements best explains your reason? (Check one)

____1. Eastern Wyoming College has no program in which I am interested.
____2. Eastern Wyoming College is too expensive.
____3. I want to attend COLLEGE away from home.
____4. The courses and curriculums in Eastern Wyoming College are not as good as those in other colleges.
____5. Other (write in)

hat high school program are you presently involved in? (Check one and if ocational program, write in the number of units you have at the present time.)

____1. Vocational
____a. Home Economics
____b. Agricultural
____c. Secretarial Science

ow do you think your parents feel about whether you attend college after high chool graduation? (Check the one item in each column which you think best describes ach parent's attitude.)

MOTHER	FATHER
1. Insists or expects me to go	____1. Insists or expects me to go
2. Wants me to go if I want to	____2. Wants me to go if I want to
3. Doesn't care one way or the other	____3. Doesn't care one way or the other
4. Doesn't want me to go	____4. Doesn't want me to go
5. Won't allow me to go	____5. Won't allow me to go

employees in the occupational categories (page 3) within your operation?

NOTE: If you have "Professional, Technical and Managerial" personnel "currently employed" (page 2) go through the following list and tell the interviewer the degree to mark for each area. Do the same for the other eight occupational categories if you have employees within any of them.

The interviewer will mark:
- Blank - No understanding needed by employees in this categ
- 1 - Little understanding needed by employees in this ca
- 2 - Some understanding needed by employees in this cate
- 3 - A great deal of understanding is needed
- 4 - Thorough understanding is needed.

Subject Areas

Business

Accounting		Business Psychology	
Automated Accounting		Survey of Computer Use in Business Management	
Federal Tax Accounting		Marketing	
Business Law		Advertising	
Mathematical Analysis For Business		Merchandising	
Office Machines		Retail Selling Methods	
Business Economics		Retail Display	
Business English		Retail Buying	
Business Law		Retail Management Techniques	
Business Mathematics		Shorthand	
Business Organization And Management		Legal Shorthand	

Typewriting ☐

Duplicating Processes ☐

Clerical Procedures ☐

Secretarial Procedures ☐

Other ☐

Other ☐

Other ☐

Engineering & Technology

Automobile Mechanics ☐

Automatic Transmissions ☐

Automotive Engine Tune-Up ☐

Blueprint Reading For Construction ☐

Inspection of Structural Materials ☐

Electrical Inspection ☐

Building Construction ☐

Industrial Drafting ☐

Electronic Drafting ☐

Technical Illustration ☐

Electrical Power Generation And Distribution ☐

Electricity-Inside Wiring (Apprenticeship) ☐

Circuit Analysis ☐

Electronic Industrial Applications ☐

Surveying ☐

Descriptive Geometry ☐

Engineering Drawing ☐

Fire Protection ☐

Fire Suppression ☐

Fire Fighting Tactics And Strategy ☐

Hazardous Materials ☐

Fire Protection Equipment And Systems ☐

Related Codes and Ordinances ☐

Fire Apparatus and Equipment ☐

Fire Company Organization And Procedure ☐

Fire Investigation ☐

Instrumentation Fundamentals ☐

Pressure and Temperature Measurement Instrumentation ☐

trolling Instr.

Machine Shop Practice

Machine Shop Blueprint Reading

Metalworking Fundamentals

Metrology

Metal Processes

Gas Welding Processes

Metallic Arc Welding

Metallurgy

Introduction to Law Enforcement

Criminal Law

Criminal Evidence

Administration of Justice

Traffic Control

Patrol Procedures

Juvenile Control

Science of Fingerprints

Law Enforcement Supervision

)id you earn money while attending high sch
he school year? (Check one)

__YES
Specify job if yes:____
__NO

)o you work during the summer? (Check one)
__YES
Specify job if yes:____
__NO

Who do you feel has had the greatest influ
(Check one)

____Father
____Mother
____Relative
____Other_____

How long have you been a resident of this
____less than a year
____1 - 2 years
____3 - 5 years
____6 - 10 years
____Over 10 years

Are you aware that Eastern Wyoming Colleg
prepare you for employment upon completio

____YES

____NO

nseling services are available at the Easte
ths for interested students whether they pl
not. Make an appointment for this assistan

chool by working on a part-time job

---

e)

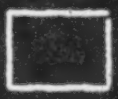
---

luence upon your choice of career?

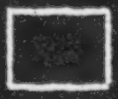
s county? (Check one)

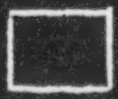
ege offers programs of study which w
ion?

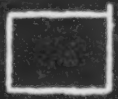
tern Wyoming College during the summ
plan to enroll at Eastern Wyoming Co
ance.

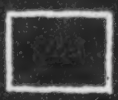
Other 

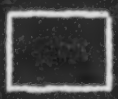
Cosmetology

Cosmetology Theory And Laboratory 

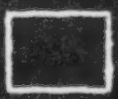
Related Theory and Laboratory 

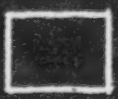
Other 

Other 

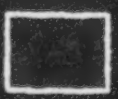
Other 

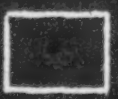
Dental Assisting

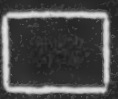
Related Dental Science 

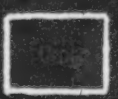
Dental Assisting Fundamentals 

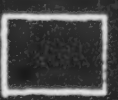
Dental Laboratory Techniques

Chairside Techniques 

Office Procedures 

Other 

Other 

Other 

Medical Terminology

Secretarial Procedures

Medical Office Procedures

Assisting Techniques

Other

Other

Other

Mathematics

Algebra and Trigonometry For Technicians

College Algebra and Trigonometry

Slide Rule and Desk Calculators

Analytic Geometry and Calculus

Calculus and Engineering Mathematics

Coding for Digital Comput

Elementary Statistics

Other

To The Employer:

You are being asked to fill out this questionnaire as part of a survey being conducted by Eastern Wyoming College. Data from this survey will be used by Eastern Wyoming College to better serve the residents of Goshen County in the field of Vocational - Technical Education. All data is confidential and your organization will not be identified in the subsequently published report.

PART I

Instructions for Preparing Part I of the Schedule

For the purpose of this survey, please assume the following conditions when furnishing the requested information.

a. Qualified workers will be available to meet any anticipated employment needs.

b. The present long-term trend of economic growth of the United States will continue with no major setbacks for the next few years.

c. Scientific and technological advances will continue, affecting production and service methods, manpower requirements, and consumption patterns.

d. The present day, normal workweek will continue through the forecast period.

e. Your current plans for expansion or modernization will materialize according to schedule.

CCUPATIONS NOT REQUIRING
FOUR-YEAR COLLEGE DEGREE

irline hostess or stewardess
uto mechanic
aker
arber
eauty operator or cosmetologist
ookkeeper
ricklayer
arpenter
ommercial artist
onstruction laborer
ook or Chef
ental hygienist
epartment store salesperson
raftsman
lectrician
ngineering technician
armer
ournalist
aboratory technician
achinist
echanic, refrigeration and air conditionin
edical technologist
urse
ffice machine operator
ainter
lasterer
lumber
rinter
adio and television announcer
adio and television repairman
ealestate agent
ecretary, stenographer, or typist
elephone operator
elephone lineman
ool and die maker
ruck driver
holesale salesman
echnical writer

OCCUPATIONS REQUIRING A FOUR-YEAR COLLEGE DEGREE

- Accountant
- Architect
- Astronomer
- Biologist
- Chemist
- Clergyman
- Dentist
- Doctor
- Dietician
- Engineer
  - Aeronautical
  - Agricultural
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Mechanical
- Forester
- Geologist
- Geophysicist
- Lawyer
- Librarian
- Mathematician
- Meteorologist
- Pharmacist
- Physicist
- Psychologist
- School Counselor
- Social worker
- Soil conservationist
- Statistician
- Teacher
- Therapist
- Veteranarian
- Home Economist

EASTERN WYOMING COLLEGE

TORRINGTON, WYOMING

A Survey of Vocational - Technical Education Needs In Goshen County

Business and Industry Form

Business_____

Pressmanship

Lithography

Photo Lithography

Estimating for Lithographic Printing

Printing - Graphics Salesmanship

Commercial Lettering

Forest Engineering

Surveying Computations

Map Drafting Techniques

Surveying Field Work

Land Subdivisions

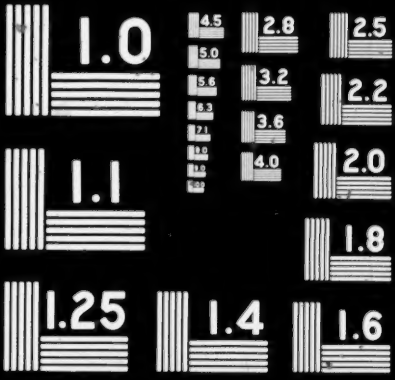
Technical Physics

Technical Calculations

Drafting Calculations

Slide Rule

Technical Reports



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

END

DEPT. OF HEALTH

EDUCATION AND

WELFARE

U.S. OFFICE OF

EDUCATION

ERIC

DATE FILMED

Dear Goshen County Resident:

You are being asked to fill out this questionnaire as part of a survey being conducted by Eastern Wyoming College (formerly Goshen County Community College). Data from this survey will be used by Eastern Wyoming College to better serve the residents of Goshen County in the field of Vocational-Technical Education. All data is confidential and respondents are not asked to sign their names.

1. Age of respondent: _____

2. Sex of respondent: (Check one) Male _____ Female _____

3. Marital status: (Check one)

Married _____ Divorced _____
Widowed _____ Single _____
Separated _____

4. Working status: (Check one)

Work full time _____
Work part time _____
Work part time and attend school part time _____
Homemaker _____
Retired _____

5. Highest grade completed in school: (Check the highest grade completed)

1 - 4 years completed _____
5 - 7 " " _____
8 " " _____
9 - 12 " " _____
12 - 14 " " _____
College degree _____

6. How long have you been employed on your present job? (Check one)
1 - 2 years _____ 3 - 5 years _____ 6 or more years _____

7. Surveys have shown that very few people actually do take adult education courses. The following are some of the reasons given for not attending. (Check those statements that apply to you.)

A. "I don't think there are any adult courses available here." _____

B. "The things I have heard about adult programs don't sound very interesting." . . . . . _____

C. "I can learn all I need to know without going to classes." _____

D. "I am much too busy with other things, and just wouldn't have the time." . . . . . _____

This category includes occupations concerned with theoretical or practical aspects of such fields of human endeavor as art, science, engineering, education, medicine, law, business relations, and administrative, managerial, and technical work. Most of these occupations require substantial educational preparation (usually at the university, junior college, or technical institute level).

2. Clerical and Sales Occupations

This category includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers in favor of a commodity or service. Includes occupations closely identified with sales transactions even though they do not involve actual participation.

3. Service and Municipal Occupations

This category includes occupations concerned with performing tasks in and around private households; serving individuals in institutions and in commercial and other establishments; and protecting the public against crime, fire, accidents, and acts of war.

4. Farming, Fishery, Forestry, and Related Occupations

This category includes occupations concerned with growing, harvesting, catching, and gathering land and aquatic plant and animal life and the products thereof; and occupations concerned with providing services in support of these activities.

5. Processing Occupations

This category includes occupations concerned with refining, mixing, compounding, chemically treating, heat treating, or similarly working materials and products. Knowledge of a process and adherence to formulas or other specifications are required in some degree. Vats, stills, ovens, furnaces, mixing machines, crushers, grinders, and related equipment or machines are usually involved.

6. Machine Trades Occupations

This category includes occupations concerned with feeding, tending, operating, controlling, and setting up machines to cut, bore, mill, abrade, print, and similarly work such materials as metal, paper, wood, and stone. Throughout this category, the overall relationship of the worker to the machine is of prime importance. At the more complex levels, the important aspects of the work, include understanding machine functions, reading blueprints, making mathematical computations, and exercising judgement to attatin conformance to specifications. Coordination of the eyes and hands is the most significant factor at the lower

Fundamentals of Nursing ☐

Obstetric Nursing ☐

Nursing Trends ☐

Vocational Nursing ☐

Nursing Physiology ☐

Other ☐

Other ☐

Other ☐

Physical Sciences

General Chemistry ☐

Quantitative Analysis ☐

Engineering Physics ☐

Other ☐

Other ☐

Other ☐

General

☐

or Classes without actual work experience to fill vacancies in skilled positions? .....

Write: 1 for yes
2 for no

Do you now pay the tuition of employees who take training to upgrade their job skills?.....

Write: 1 for yes, in full
2 for yes, in part
3 for no

Do you inform your employees of educational opportunities they might take to improve their job skills?.....

Write: 1 for yes
2 for no

Have the high schools adequately prepared their graduates for entry employment with your firm?.....

Write: 1 for yes, adequately
2 for yes, but only partially
3 for no

Have the junior (community) colleges adequately prepared their graduates for entry employment with your firm?.....

Write: 1 for yes, adequately
2 for yes, but only partially
3 for no

(a) If the junior colleges have not adequately prepared their graduates for entry employment with your firm, can you identify the particular areas of inadequacy.

_____

_____

_____

If you think occupational education and training in Goshen County area needs improvement, which of the following would you support? (Check all that apply).....

Write: 1 for Substantial expansion of vocational education programs in the existing high schools.
2 for Creation of an area vocational school for secondary (high school) occupational training.
3 for Expansion of community college offerings in occupational education.

occupations within your business?..... ____

Write: 1 for yes
2 for no ____

Have you conducted (or had conducted by an outside agency) any employee training courses since 1961?..... ____

Write: 1 for yes
2 for no ____

If yes, list: _____

_____

_____

PART II

In addition to the information you have provided on Part I of this inter-schedule, you are requested to supply the following information which will elpful in analyzing the future occupational needs of Goshen County.

If you foresee changes in types of occupations, and the proportions these occupations are of total employment, please discuss below how changes in your business processes will influence the proportion of: (a) professional and technical workers, (b) clerical and sales workers, and (c) service workers.

_____

_____

_____

_____

_____

Please list below the occupations for which your experience indicates training is most needed to provide better qualified workers.

In your establishment (on-the-job training)

_____

_____

Outside your establishment (vocational and other schools)

_____

_____

E. I would probably be too old to start learning new things. ____

F. Other . . . . . ____

In general, do you think that educational classes for adults would be an important thing on which your community should spend money, or do you think that the money would be better spent on something else? (Check one)

It would be an "important thing" ____
It would be better spent on something else ____

How far would you be willing to travel in order to attend an adult evening class? (Check one)

10 - 20 miles round trip ____
20 - 30 miles round trip ____
30 - 60 miles round trip ____

Suppose you decided to enroll in some sort of adult education course that was readily available. In which of the following ways would the course you chos be helpful to you? (Check those that would be helpful.)

A. On the job you now hold? . . . . . ____
B. In preparing for a new job or occupation? . . . . . ____
C. In carrying out everyday tasks and duties around the home? . . . ____
D. In spending your spare time more enjoyably? . . . . . ____
E. In meeting new and interesting people? . . . . . ____
F. In becoming a better informed person? . . . . . ____
G. Don't know . . . . . ____
H. Other . . . . . ____

Have you thought recently that you might like to enroll in some type of adult education course? (Check one)

Yes ____ If "yes" what type of subjects or courses have you thought you
No ____ might like to take, if they were available?

_____

_____

_____

If you had completed some adult class, what sort of recognition would you want? (Check one)

College credit _____
A certificate of completion _____
Notification to your employer _____
None of the above _____

To the best of your knowledge does your employer:

a. have a formal on-going training program? Yes ____ No ____
b. keep any records of training employees acquire on their own time?
Yes ____ No ____
c. give financial or promotional consideration to employees who take additional training? Yes ____ No ____

If you have children, how much education do you personally feel they need to complete? (Check one)

8 years _____
10 years _____
12 years _____
Two-year college _____
Four-year college _____

15. If a suitable re-training program were available, would you be willing to change from your present job to one in a small industry? Assume that the new job would be in this county or in this geographic area. (Check one)

Willing to change _____ Not willing to change _____

16. Do you know of any friends or acquaintances who have left the state of Wyoming who you believe might return if a job were available in a small industry?

Yes _____ No _____

17. FOR WOMEN RESPONDENTS ONLY Would you be willing and able to work either full or part time:

a. two years from now? Yes _____ No _____
b. five years from now? Yes _____ No _____

18. A. On the following pages is a list of 9 occupational categories. In the space below, write the specific occupation within which you have had eith the greatest work experience (at least 3 years) or the most formal training. (In other words, the occupation in which your experience and training make you the best qualified to work) In the box to the right of the line, place the number of the Occupational Category containing this occupation.

_____ ☐

B. In the spcae below, write the specific occupation in which you have had the second greatest amount of experience and formal training (if any) and in which you feel reasonable qualified to work. In the box, place the number of the Occupational Category containing this occupation.

_____ ☐

C. In the space below, write the specific occupation in which you have had some training and experience and in which you feel partially qualified. In the box, place the number of the Occupational Category containing this occupation.

_____ ☐

For what occupations have you experienced difficulty in hiring qualified workers, what are the reasons for such difficulties?

_____

_____

_____

What are the minimum educational requirements for the hard-to-fill occupations shown in (3)?

_____

_____

_____

_____

6. Cont.

levels. Disassembly, repair, reassembly, installation, and maintenance of machines and mechanical equipment, and weaving, knitting, spinning and similarly working textiles are included in this category.

7. Bench Work Occupations

This category includes occupations concerned with the use of body members, handtools, and bench machines to fit, grind, carve, mold, paint, sew, assemble, inspect, repair, and similarly work relatively small objects and materials, such as jewelry, phonographs, light bulbs, musical instruments, tires, footwear, pottery, and garments. The work is usually performed at a set position in a mill, plant, or shop, at a bench, worktable, or conveyor. At the more complex levels, workers frequently read blueprints, follow patterns, use a variety of handtools, and assume responsibility for meeting standards. Workers at the less complex levels are required to follow standardized procedures.

8. Structural Work Occupations

This category includes occupations concerned with fabricating, erecting, installing, paving, painting, repairing, and similarly working structures or structural parts, such as bridges, buildings, roads, motor vehicles, cables, airplane engines, girders, plates, and frames. The work generally occurs outside a factory or shop environment, except for factory production line occupations. Tools used are hand or portable power tools, and such materials as wood, metal, concrete, glass, and clay are involved. Workers are frequently required to have a knowledge of the materials with which they work, e.g. stresses, strains, durability, and resistance to weather.

9. Miscellaneous Occupations

This category includes occupations concerned with transportation services; packaging and warehousing; utilities; amusement, recreation, and motion picture services; mining and logging; graphic arts; and various miscellaneous activities.

EASTERN WYOMING COLLEGE

TORRINGTON, WYOMING

A SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN GOSHEN COUNTY

ADULT FORM

PROJECT NO.